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ABSTRACT

With the aim of relating reading with wider social action, this paper discusses the macro-cloze procedure for reading a novel, which promotes social interaction while reading and helps develop students' ability to predict, ask questions, and summarize. The paper includes a brief rationale for the procedure (in which each small group of students reads and analyzes only one chapter of a book; instructions for the teacher in implementing the procedure; a 22-item list of children's books appropriate for the macro-cloze procedure; a 9-item bibliography; sample questions based on the books; and student's "letters" to the teacher discussing readings. (RS)

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ED 370 086

Collaborative Reading of a Novel: Adapting the Macro-Cloze Procedure for Reading a Novel

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Collaborative Reading of a Novel: Adapting the Macro-Cloze Procedure for Reading a Novel

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Rationale:

Research indicates that students of any age read little for enjoyment. They prefer watching television and choose movies to books. Teenagers view reading, particularly of fiction, as a lonely, solitary act, indulged in by unpopular individuals who do not have many friends. The practice of teaching reading as something done alone with a book, silent and solitary makes reading a symbol of withdrawal.

Social interaction is essential in learning particularly in the area of language and literacy. We should try to create new models of reading behavior, new ways to interact with books and new ways of relating reading with wider social action. One way of accomplishing this is adapting the macro-cloze procedure for reading a novel. The procedure promotes social interaction while reading. The strategy helps to develop the students' ability to predict, ask questions, and summarize. With the teacher's guidance, the students will be aware of plot, theme, character development, and style while discussing the material in their own groups.

Macro-Cloze Procedure

1. Introduce the story
   -Take note of the title and illustrations
2. Ask the students to predict:
   -What the story is about
   -Where it might have happened
   -Who the characters might be
   -Others ?
3. Group students with four to five members
4. Give each student a chapter to read. Distribute the chapters to each group in sequential order.
5. As they read, encourage students to write down questions. This procedure is designed to take advantage of our natural tendency to make sense of anything that is not complete.
6. Ask students to summarize their chapters. Some structure may be provided by giving students a framework for summarizing . Example:

This chapter begins when_____.

Later_____

Then_____

Finally_____.

7. Encourage students to take note of extraordinary expressions the author used in the chapters they are reading.

8. Each member of the group will share his /her summary to his particular group. Questions answered by their sharing will be eliminated. They will decide how they will share their parts of the story to the whole class. They will also decide what expressions the author used will be highlighted in their report and why they chose the expression.

9. At the end of the sharing, questions not answered will be discussed.

10. The whole class will then develop one summary of the story. Discussion of the story will follow with emphasis on their reaction to the story, issues, and style. Students will be made aware of style by choosing lines they like to read orally and giving reasons why they chose those lines.

SAMPLE LIST OF CHILDREN'S LITERATURE

APPROPRIATE FOR MACRO-CLOZE PROCEDURE

Babbit, N. Tuck Everlasting. New York: Farrar, Straus, & Giroux, 1975.

Banks, L. The Indian in the Cupboard. New York: Avon, 1980.

Bauer, M. On My Honor. New York: Dell, 1986.

Blume, J. Are You There God . . . . New York: Bradbury, 1970.

Blume, J. Tiger Eyes. New York: Dell, 1981.

Bunford, S. The Incredible Journey. New York: Bantam, 1960.

Cleary, B. The Mouse and the Motorcycle. New York: Dell, 1965.

Konigsburg, E.L. From the Mixed Up Files of . . . . New York: Dell, 1967.

L'Engle, M. A Wrinkle in Time. New York: Dell, 1968.

Lewis, C.S. The Lion, the Witch, & the Wardrobe. New York: Scholastic, 1950.

Lowry, L. Number the Stars. New York: Dell, 1989.

Maclachlan, P. Sarah, Plain and Tall. New York: HarperCollins, 1985.

Naylor, P. Shiloh. New York: Dell, 1989.

Paterson, K. Bridge to Terebethia. New York: Avon, 1977.

Paulsen, G. The Voyage of the Frog. New York: Dell, 1989.

Raskin, E. The Westing Game. New York: Avon, 1978.

Reiss, J. The Upstairs Room. New York: Scholastic, 1972.

Rylant, C. Missing May. New York: Dell, 1992.

Snyder, Z.K. The Egypt Game. New York: Dell, 1967.

Speare, E.G. The Sign of the Beaver. New York: Dell, 1983.

Spinelli, J. Maniac Magee. Boston: Little, Brown, 1990.

Taylor, T. The Trouble with Tuck. New York: Avon, 1981.

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Bibliography - Questions

Beil,D. (1977). The emperor's new cloze. Journal of Reading, 20,601-604.

Fenwick,J.,McMillan,R. (1992,November). A question of questions. Paper presented at the World Conference of the International Council for Distance Education. Bangkok, Thailand.

Gillespie,C. (1990). Questions about student-generated questions. Journal of Reading, 34(4),250-257.

Helper,S. (1991). Talking our way to literacy. The New Advocate, 4,(3)182-188.

Martin,L. (1984, May). Classroom applications of questioning strategies. Paper presented at the Annual Meeting of the International Reading Association. Atlanta, Ga.

Nolte,R.Y., Singer,H. (1985). Active comprehension: teaching a process of reading comprehension and its effects on reading achievement. The Reading Teacher, 39, 24-31.

Otto,P. (1991). Finding an answer in questioning strategies. Science and Children, 28,(7) 44-47.

Rogers,D.L. (1990). Are questions the answer? Enhancing young children's learning. Dimensions, 19(1),3-5.

Williams,B., et al. (1991, November). Questions,not answers, stimulate critical thinking. Paper presented at the Annual Conference of the National Council of States on Inservice Education. Houston,TX.

Kinds of questions

Text Implicit- the information is contained in the reading but students must infer in order to answer the question.

Example: Westing Game

Did Mr. Hoo close his restaurant because of the coffee shop?

Script Implicit- the reader must use background knowledge and experience to answer. (open-ended)

Example: Of Mice and Men

Was Lenny mentally retarded?

Text Explicit- the information is found easily in the text. (fact)

Example: Westing Game

Who was not supposed to move in?

What are good questions for?

When teachers model good questions:

Students find a purpose for reading and set their own goals

Students understand and interpret what they read by finding the main ideas

Students become more critical in their thinking

Students with reluctance toward reading begin to comprehend what they read

Dear MRS. Joyner,

Sep 9/c
page 2c

Good!

The book I'm reading is Called Meline and the Make-over. It was verey Good book cause it had 6 Graders in it and friends that were not sharing an being nice to each other cause two of them where going to molding - school and the other friends were made cause they did not talk to them, who didn't talk to them?

That sounds familiar

Which

Sincerley,

Dear

It sounds like you can relate to this book because it has sixth graders in it. I would like to know more about what happens. Do they get back friends? Do the girls go to modeling school? Please write me back

Sincerely,
A. Joyner

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October 19, 1
Page 3

Dear Ms. Joyner,

I am reading this book called Family Matters. This book is written by Bonnie Worth. My favorite character in this book is Steve Urmel. Steve is a class A nerd. He has big eyes with his pants pulled up to his neck. Steve is a real genious though. He uses enourmous words that nobody can even pronounce. He is in love with Laura Winslow. He thinks she is the most beautiful and nicest girl in the world. What made me want to read on today was when Willie and Steve got in a fight about who were going to take Laura to the school dance. They started fighting in the hall and the gym coach stoped. He told them to meet at the boxing drena on saterday at 4:00 to have a real fight. Crystal Blake kind of reminds me of Laura because she would never go to a dance with a guy because they were just nice

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I like the part where Steve walks up to Willie and starts bluffing. Willie just starts laughing. I thought it was funny. In today's section I felt excited because Steve and Willie were about to get in a fight and they were bluffing each and fourth. I couldn't wait until they axually did! I like this book a lot it is very funny.

closing

Great letter... Keep writing!

:) V+

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Jan 11c 94
:Co in...o.

Dear Mrs. Joyner, pg 16

My book that I'm reading is called The best in the West. Why I like the book because there are courbage horse. and you live out in the west, I mean is that my Uncle and Aunt here cows and horses. I because, because. they live in Tennessee and
That is why I like that book. and characters make it come alive and every-thing, I wish I was in the book.

Note: Mrs joyner when you read this dilage, you will find out that I here why, I mean, and I know. Why I here those in there is because I think it is easyer for me to relate to what I'm reading.

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Answering Questions on my other dilage letters.

you here which one of the characters. well I would want to be Katie. Why because she is pretty and she is a good character.

Dear Mrs. Joyner,
I am reading this book called Socks by Beverly Cleary. It is about a cat named Socks because his nose white feet. I am half-way done with the book. This is not my favorite book I have ever read but its alright, Socks's owners just had a child. He is feeling left out He wants attention. This book starting out dragging but it is starting to pick up.
Good! I'm glad.

Why? What is your favorite?

Dear

I'm glad that you are beginning to enjoy your book. Please write me back and try to elaborate on your answers to the questions I've asked!

Sincerely,

Sincerely,
A. Joyner

WE REMEMBER:
20% OF WHAT WE HEAR
50% OF WHAT WE HEAR
AND SEE
70% OF WHAT WE HEAR,
SEE, AND DO
90% OF WHAT WE HEAR,
SEE, DO, AND TELL
OTHERS ABOUT!